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## Notes and News

With the present number, Volume VI of the JOURNAL comes to a close, and with the next volume a new Managing Editor, Professor J. P. W. Crawford of the University of Pennsylvania, will take charge. Under the Constitution of the Federation of Modern Language Teachers, the management of the JOURNAL goes to the East, and no one will doubt the fortunate character of the choice of the new Managing Editor made by the Executive Committee. Professor Crawford has been prominently identified for a number of years with Spanish studies, and has always played a prominent and useful rôle in the councils of the Modern Language Teachers' Organizations of the Eastern States. Within the last five years, the number of teachers of Spanish in the United States has increased at an astonishing rate, and the quality of the work done in this subject has made very considerable progress. It is eminently fitting therefore that a well-known representative of this branch of the modern language group should direct the JOURNAL for a time.

The retiring Managing Editor is desirous of expressing his hearty thanks and warm gratitude to his associates on the Editorial Board, to the correspondents in the various parts of the country who have helped to make the Notes and News Department of significance, to the reviewers and contributors to whom the JOURNAL is indebted for its value in the eyes of the teaching public, and to the hundreds of colleagues in secondary schools and in colleges all over the land who have in various ways encouraged the efforts of the Editorial Board and in this way have helped to make the difficulties of the office seem much lighter than they otherwise would have been.

It is of importance to note that the space at the disposition of the JOURNAL each month, under the present financial conditions, has been insufficient to publish promptly all the really excellent material of various kinds that has been sent in to the Managing Editor. He has had to keep in mind the interests of each one of the languages most taught in American schools, and occasionally his decisions as to when certain articles should be published may have seemed to the writers somewhat arbitrary. He has, however, the satisfaction of believing that these decisions were prompted by what still seem to him sufficient reasons, and in almost no cases have contributors shown other than a very fair and generous attitude in regard to his decisions. He would say, therefore, to all those whose articles he has seemed to hold up for an interminable time, that occasionally he has been negligent but that usually he has been quite aware of what he was doing; and that for any mis-

takes he can but offer apologies. Unpublished material now in his files will be handed over to his successor: with which statement he makes his final bow to JOURNAL readers, and can wish his successor no better good fortune than to be associated with a reading public such as that to which the JOURNAL goes.

#### EASTERN PENNSYLVANIA

The following statistics from Westminster College, New Wilmington, Pa. arrived too late for insertion with the reports from other Pennsylvania colleges:

Enrolled on Dec. 1, 1921, in French, 182; German (elementary), 8; Greek, 34; Latin, 49; Spanish, 84.

M. Jacques Cavalier, rector of the University of Toulouse, has recently spent a month at the University of Pennsylvania. On three successive Wednesday afternoons he spoke in French upon the subject "Les Universités et la Renaissance de la Vie Provinciale en France," illustrating each lecture. He also delivered an illustrated lecture upon the same subject before a large audience at Swarthmore College.

M. Guillaume Fatio, of Geneva, Switzerland, gave an interesting lecture in French at the University of Pennsylvania on March 21. His subject was "Genève comme centre international," and he showed beautiful views of his home city and the *environs*.

The *Cercle français*, of the University, in combination with the *Salon français*, is preparing to give *L'Amour médecin* of Molière.

ISABELLE BRONK

#### MISSOURI NEWS

At the meeting of the North Central Association of Colleges which convened in Chicago early in March, two of the Missouri colleges were found to meet the demands for membership and were duly admitted into the Association. These were Lindenwood College for Women at St. Charles, and Tarkio College at Tarkio, Missouri.

About one-third of the students at Howard Payne College are enrolled in the Modern Language Department. Spanish newspapers are on the library tables and are being read by the students. The French students are interested in arranging for special programs of French music, games, and are now rehearsing for a French play to be given in the near future.

Drury College at Springfield, Missouri, reports a decided increase in the study of French and Spanish during the last two years, with the balance in favor of the Spanish. It is suggested, as the farther south one goes the closer one gets in touch with the Spanish. Some 40% of the student body are registered in Spanish, with 35% in French. German here as elsewhere is coming back, but

slowly. Perhaps 4% of the student body are taking work in this language.

A Spanish Club has been recently organized at Lindenwood College for the study of the life, customs, art and culture of Spain. The Club meets once in two weeks and has already had two interesting and profitable meetings.

The committee appointed at the meeting of the State Teachers' Association, consisting of Blanch H. Dow of the State Teachers' College, Maryville, Mrs. Charlotte Piatt, Central High School, St. Joseph, Missouri, Ada M. Jones of Kansas City, Missouri, William S. Annin of St. Louis, Missouri, with W. F. Sanders of Park College as chairman, was to meet in Kansas City, April 8th to take up the discussion of the methods and means of organizing the Teachers of Modern Languages in the state of Missouri.

Mr. John L. Deister of the Junior College of Kansas City gives some facts of interest in modern language field in Kansas City. There are enrolled in the five high schools of Kansas City, 8,234 pupils. Of this number, 2,178 are taking either French or Spanish or both of these languages. Of this 2,178, 813 are boys and 1,365 are girls. Of the total number (2,178), 934 are taking French and 1,234 are taking Spanish. Distribution of the 934 students in French according to year in subject is as follows: 1st year, 477, 2nd year, 317; 3rd year, 121; 4th year, 18.

Distribution of the 1,234 students in Spanish according to the year in the subject is as follows: 1st year, 838; 2nd year, 310; 3rd year, 86; 4th year, 17. From the above data we see that about 26% of the total enrollment in the high schools of Kansas City are interested in Romance languages, about 11% in French and about 15% in Spanish.

There is a very small enrollment in the fourth year in both French and Spanish and there is a much larger percent of students in the 3rd and 4th years of French than there is in Spanish. There is also a wide margin between the numbers in the 1st and the 2nd year Spanish.

In general the interest in Modern Languages may be said to have increased since the War. Spanish has outstripped French in the first year's work but falls short in the advanced classes.

The greater sustained interest in French may be due to the fact that the courses are, on the whole, better organized; that there is a much larger number and variety of text books available; that the teachers are better prepared and older in the service, in the main, because French has been much longer in the curricula of our schools and colleges than Spanish.

German has not yet been put back into the high schools of Kansas City.

In our Junior College, out of an enrollment of about 700, we have 341 in Modern Languages distributed as follows: French, 144;

Spanish, 163; German, 34. This is almost 50% of the student body. About 100 of the students in French and Spanish have had two or more years in these languages in the high schools.

The small enrollment in German is due to the fact that German, discontinued during the War, was not reinstated until last September.

The Central Missouri State Teachers' College at Warrensburg reports that the number of Modern Language students is steadily increasing. They are offering forty hours of French in the department, but only fifteen of Spanish. The increasing demand for the latter, however, will doubtless result in an extension in the number of courses offered.

The *Journal* is in receipt of a volume entitled "Early Yugoslav Literature (1000-1800)" by Milivoy S. Stanoyevich of the Department of Slavonic Languages of Columbia University; Columbia University Press, 1922. Since this is the first attempt to present to English speaking people an account of Yugoslav literature as a whole, it is deserving of the attention of all persons interested in Slavonic languages. The book contains seventy-one pages of text, followed by three pages of bibliography and a fifteen page index of proper names, both of authors and titles.

*L'Illustration* for January fourteenth published a full page illustrated article devoted to the Maison Française of the University of Wisconsin.

Professor Charles Cestre of the University of Paris, who is visiting professor at the University of Wisconsin for the current semester, has been giving a number of addresses at other institutions, among them Wesleyan University, Bryn Mawr, Northwestern University, and the University of Illinois. In addition to his regular courses at Wisconsin he is giving a series of six public lectures in English on the general theme: "The Contribution of France to the Human Ideal." During the summer session he will be a member of the staff of the University of California.

#### WASHINGTON NEWS

The French Club of the Stadium High School, Tacoma, under the direction of Miss Kathleen McMahon, is a very thriving organization. The Club was organized last year through the influence of an overseas veteran who had acquired a love for the French language and ease in speaking it. The interest around has carried over to this year. The membership totals 168 out of an enrollment in French of 277. The average attendance is over 100. There are no rules except that French only is spoken. One interesting program consisted of French songs sung in a charming way

by a young Frenchwoman who was visiting in the city; sleight of hand tricks performed and explained in French by a United States navy commander who was prevailed upon to come before the club as an example of an American who had learned to speak French fluently and well in the public schools of the United States; and a group of French songs sung by a graduate of the school. At another meeting some of the members of the French 5 class dramatized a *conte* by Guerber for the benefit of the lower classes; a quartet of boys sang "Madelon" (one of them had marched to it in France), and a former French student gave a talk on Chopin illustrated by selections on the piano. Miss McMahon, the director of the club, spent two years overseas. The success of the club is in no small measure due to her energy and enthusiasm.

Miss Edith Johnson, for eight years head of the Department of Foreign Languages in the Stadium High School, Tacoma, returned to this country in December after six months' study and travel in Spain. Miss Johnson spent the fall term at the Centro de Estudios Históricos in Madrid. She has accepted a position in the Romance Department of the University of Southern California, in Los Angeles, and entered upon her new work the first of February.

Miss Lois K. Hartman, teacher of Spanish in the Stadium High School, Tacoma, spent the summer and fall quarters at the Centro de Estudios Históricos in Madrid, returning to Tacoma at the beginning of the second semester.

Miss Nellie L. Wortman, teacher of Latin in the Stadium High School, Tacoma, has been elected Head of the Department of Foreign Languages in that school.

Two new teachers have been added to the Modern Language Department of the Stadium High School, Tacoma. Miss Ruth Oxley, teacher of Spanish, comes from Albuquerque, New Mexico. Miss Oxley spent a year in Madrid, taking a course in Spanish for foreigners. Miss Freda Campbell, of the French Department, has studied at the Lycée of Caen, France, where she was awarded an exchange scholarship through the International Institute of Education. Miss Campbell also studied one term at the University of Caen.

Mrs. Gertrude S. Osburn, teacher of Spanish in the Lincoln High School, Tacoma, resigned at the end of the first semester, to attend Stanford University, at Palo Alto, Cal. Mrs. Osburn will major in Spanish for her master's degree.

Miss Edith Carter Kuney, teacher of Spanish in the Stadium High School, Tacoma, last semester has been added to the Department of Foreign Languages of the Lincoln High School, Tacoma. Miss Kuney spent the year 1920-21 studying in France, Italy, and Spain. In Madrid she studied at the University and took a course in the Centro de Estudios Históricos. Miss Kuney was formerly

a teacher of Spanish in the Lewis and Clark High School, Spokane, Wash.

Mrs. Chas. E. Asbury has accepted a position as teacher of Spanish in the Lincoln High School, Tacoma, beginning work the second semester. Mr. Asbury spent five years in the Philippines as teacher, organizer of schools, and as editor of a daily paper for the government. For the past four years he has been in the United States consular service.

GRACE I. LIDDELL

SOME REGISTRATION FIGURES IN MODERN LANGUAGES (1921-1922)  
FROM REPRESENTATIVE COLLEGES AND UNIVERSITIES

	<i>First Year</i>	<i>Second Year</i>	<i>Ad- vanced</i>	<i>Graduate</i>	<i>Total</i>	<i>Total 1920-1921</i>
<i>University of California:</i>						
French.....	631	543	369	54	1597	1350
Spanish.....	840	396	353	30	1619	1310
German.....	333	99	118	18	568	538
Italian.....	150	40	20	0	210	150
<i>Harvard University:</i>						
French.....	160	540	360	80	1140	1250
Spanish.....	120	140 (2nd & 3rd); 50	(4th); 25	335	435	
German.....	743	161	101	55	1060	
Italian.....	35	12	30	13	90	72
<i>University of Idaho:</i>						
French.....					1162	
Spanish.....					1457	
German.....					40	
Italian.....					—	
<i>University of Illinois:</i>						
French.....	529	399	225	15	1168	1116
Spanish.....	955	260	134	10	1359	1268
German.....	236	143	41	0	420	325
Italian.....	21	4	5	0	30	35
<i>Indiana University:</i>						
French.....	385	441	107	65	998	1108
Spanish.....	368	163	23	18	572	672
German.....	207	109	—	33	449	150
Italian.....	30	0	0	4	34	16
<i>University of Kansas:</i>						
French.....						
Spanish.....	294	160	125	19	598	
German.....						
Italian.....						

SOME REGISTRATION FIGURES IN MODERN LANGUAGES (1921-1922)  
FROM REPRESENTATIVE COLLEGES AND UNIVERSITIES

	<i>First Year</i>	<i>Second Year</i>	<i>Ad- vanced</i>	<i>Graduate</i>	<i>Total</i>	<i>Total 1920-1921</i>
<i>University of Michigan:</i> .....						
French.....	434	589	546	22	1591	1808
Spanish.....	524	280	214	10	1028	1130
German.....	197	141	268	19	515	400
Italian.....	31	7	—	—	38	29
<i>University of Minnesota:</i> .....						
French.....	557	396	110	30	1093	1246
Spanish.....	639	159	64	23	885	747
German.....	263	150	43	15	471	532
Italian.....	12		6		18	17
<i>Ohio State University:</i> .....						
French.....	424	450	363	6	1243	1637
Spanish.....	722	346	149	13	1230	1494
German.....	229	64	27	2	322	
Italian.....	21	6	10	—	37	23
<i>University of Pennsylvania:</i> .....						
French.....	212	750	738	116	1616	
Spanish.....	377	420	182	98	1077	
German.....	38	390	249	29	706	
Italian.....	45	13	—	10	68	
<i>University of Texas:</i> .....						
French.....	254	221	306	—	781	794
Spanish.....	703	544	340	—	1587	1376
German.....	94	51	51	3	199	177
Italian.....	10	—	—	—	10	8
<i>Vanderbilt University, Nashville:</i> .....						
French.....	58	160	98	11	327	352
Spanish.....	111	124	46	—	281	302
German.....	43	24	17	16	90	83
Italian.....	7	3	—	—	10	6
<i>Yale University:</i> .....						
French.....	45	203	627	31	906	805
Spanish.....	121	133	56	8	318	276
German.....	32	33	109	3	177	233
Italian.....	6	2	—	6	14	22



Public Intermediate Schools of Boston, Massachusetts  
Enrollment in Modern Languages:

1920-1921

1921-1922

	I	II	III	Total	I	II	III	Total
French.....	1165	950	447	3141	2543	1691	688	4922
Spanish.....	335	291	43	669	539	389	33	961
Italian.....	—	—	—	—	85	54	33	172
German.....	0	0	0	0	0	0	0	0
Total.....	1500	1241	490	3810	3167	2134	754	6055

## NEW YORK CITY

*Enrollment in the Different Languages in High Schools*  
*Mar. 1st. 1922*

Term:	I	II	III	IV	V	VI	VII	VIII	Totals
French....	6119	5410	4658	3599	1914	1446	207	147	23,500
German....	1486	720	479	67					2,752
Greek.....	54	40	20	29	10	13			166
Italian.....	159	139	48	43	10				399
Latin.....	5879	4502	3360	2581	1479	1103	227	261	19,402
Spanish....	9357	8519	6377	4809	2171	1634	175	186	33,228

## FIFTY CLINTON BOYS JOIN SCHOOL'S GERMAN CLUB

The German Club—Der Deutsche Verein—of the DeWitt Clinton High School, was reorganized after having suspended its activities because of the ban placed on the study of German in the city's schools. A constitution was presented and adopted and about fifty students joined the club. The following officers were elected: President, D. Siviak; first vice-president, L. Rabinowitz; second vice-president, S. Zeig; secretary I. Bernstein; librarian, R. Heymsfeld; sergeant-at-arms, W. Lorang.

The club is under the leadership of Eugene Jackson as its faculty adviser. Mr. Jackson acted in this capacity during its previous existence.

J. B. E. Jonas, head of the modern language department of the school, today said: "The reorganization of this club was carried out with extraordinary enthusiasm and showed conclusively what an interest for the study of the German Language and things German exists in our high schools."

N. Y. *Globe*, March 13, '22

The Spanish and the French Clubs of the State Teachers' College at Conway, Arkansas, arranged two very interesting displays of French and of Spanish costumes and institutions on the occasion of the annual carnival at this institution. The Spanish Club arranged a street scene in a Spanish town and the French Club represented a café scene at the Café des Champs Elysées.

We are informed that Dr. Franklin Bobbitt of the School of Education of the University of Chicago has been making a survey of the curriculum of the Los Angeles City Schools, and that a report is to be submitted to the Board of Education suggesting a revision of the modern language curriculum in accordance with the opinions expressed by Professor Bobbitt in the chapter on Modern Languages in his book entitled the *Curriculum*, a review of which was published in the Journal, Vol. V, page 113.

It will not be surprising to those who have read the chapter referred to, if the suggestions in Professor Bobbitt's report will be thoroughly in disaccord with the views held by most teachers of modern languages, and it will be of considerable interest, both to the modern language staff of the Los Angeles schools and to modern language teachers in general, to see the result of this report upon the action of the Los Angeles Board. However, it would be rash to make any extended comment on this matter in advance of the presentation of the complete report. It is enough to remind our readers that in his book Professor Bobbitt regards the study of modern languages as being justifiable on two grounds, first, vocational; second, to provide "a leisure occupation"; and that he concludes from this definition of the objectives that a reading knowledge is the prime aim. In this conclusion he is quite in accord with the views expressed by Professor Cerf in an article published in this issue, but it is safe to say that the implications in Professor Bobbitt's teaching and in that of Professor Cerf are totally different.

#### NORTH CAROLINA

The North Carolina Association of Modern Language Teachers held its first separate meeting at the North Carolina College for Women in Greensboro, March 31 and April first. The French group was presided over by Vice President T. W. Lingle and the Spanish group by Professor S. E. Leavitt of the University of North Carolina. Professor William M. Dey of the University of North Carolina led a discussion on French phonetics. Professor Fleagle of Davidson College, formerly of Porto Rico, addressed the Spanish group on the History and Schools of Porto Rico; Professor Charles H. Handschin of Miami University spoke of the use of tests in modern language teaching. The attendance was large, and it is hoped that the Association may soon become an affiliated group of the National Federation of Modern Language Teachers. Professor T. W. Lingle was elected President for the coming year; Vice President, Professor Dey; Secretary Treasurer, Miss Anna Beam, North Carolina College for Women.

W. S. BARNEY, *President*

The Bulletin of the Wisconsin Association of Modern Foreign Language Teachers for March contains, among other things, a report on the situation in Wisconsin by B. Q. Morgan of the State University. He concludes from a considerable amount of data that the situation for French is rather doubtful, since it is hard to determine whether the subject is gaining or losing. The enrollment in Spanish seems to have reached its highest point; the increase for 1920 over the preceding year was extremely large with a very small increase for 1921. German has gained very considerably over the 1919 enrollment—42 percent for 1920 and a 47 percent increase for 1921 over the 1920 enrollment.

The Bulletin of High Points of the New York City Schools for March contains a very readable account by Mr. Lawrence A. Wilkins of his recent stay in Spain where he lectured at the Centro de Estudios Históricos, in the city of Valencia, and in other Spanish cities, chiefly on the study of modern languages in the United States. Mr. Wilkins seems to have had unusual opportunities to see various phases of life in Spain. He testifies to the cordiality of the attitude of Spaniards toward North Americans, and he is convinced of the growing vigor and energy of life in the Peninsula.

Before leaving Madrid, he and Professor Shepherd of Columbia University were both made Knights Commander of the Royal Order of Isabella the Catholic.

The same issue prints a communication from William R. Price, State Specialist in Modern Languages, calling attention to the great stress laid on phonetic instruction in England by the report of the departmental committee appointed by the president of the Board of Education to inquire into the position of English in the educational system of England. This report, entitled "The Teaching of English in England," was reviewed in the January issue of the Bulletin.

Another item of interest in the March Bulletin is a report of a meeting of the heads of the Modern Language Departments of the New York Schools, called for the purpose of discussing the advisability and possibility of differentiating into two groups students of modern languages: those who should be trained particularly to understand and use the spoken language, and those who should be trained especially to read the language. After considerable discussion, it was voted that the present method of approach, "namely appeal to all the modalities involved in learning a modern foreign tongue" should be retained. It was agreed that the greatest benefit for American students lies in the ability to read easily and understandingly the foreign tongue, but that this objective can be best attained by following out the present procedure for the

first year, with perhaps greater stress on reading practice in the second.

This conclusion is of special interest, in view of the survey of modern language instruction in the Los Angeles Schools, referred to in these pages.

Le Cercle Français of Washburn College, Topeka, Kansas, now in its second year, presented in the College Chapel in the evening of March 16th before a considerable audience, two plays, "La Surprise d'Isidore" by François and "L'Anglais tel qu'on le parle" by Tristan Bernard. The work was done under the direction of Helen Estey, Assistant Professor of French. All the parts were taken by students.

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## Reviews

*THE PRINCIPLES OF LANGUAGE STUDY.* By HAROLD E. PALMER. World Book Co., Yonkers-on-Hudson, New York, 1921. 186 pp.

In the present book the author presents in a more closely knit form the principles he set forth in an earlier work,—*The Scientific Study and Teaching of Languages*, which was reviewed in volume III of this JOURNAL. It is intended to be a clear-cut exposition of the principles of language study rather than a detailed program applicable to certain set working conditions. The author, therefore, is spared discussing, except in a general way, the perplexing problems of aim and purpose of modern languages in schools. He takes for granted that the purpose and method will vary with the individual or group. On the whole, however, the material is organized on the usual basis of the Reform, the four-fold aim, understanding, speaking, reading and writing the foreign language.

Palmer takes as his starting point for discussion the two capacities employed by every individual in mastering his own mother tongue, 1) the spontaneous capacity by which the child early becomes an expert in his control of his native dialect, 2) the studious capacity by means of which he later acquires the ability to read and write and in general to increase his knowledge and control of his own language. In learning the foreign language we should repeat the process as far as possible; we must try, as it were, again to become as little children. For the sake of exposition it is well to differentiate these two capacities, to stress particularly the "unconscious learning" of language stuff. In actual practice,